DOCUMENT RESUME

ED 328 303 JC 910 092

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TITLE	UCLA Higher Education Research Institute Faculty Survey-1990. Volume XVIII, No. 10.
INSTITUTION	William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE	1 Jun 90
NOTE	17p.
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*College Faculty; *Community Colleges; Comparative Analysis; *Faculty College Relationship; Faculty Integration; Faculty Organizations; Faculty Workload; Higher Education; Males; National Norms; National Surveys; Participative Decision Making; Tables (Data); *Teacher Attitudes; *Teaching Conditions; Two Year Colleges; Universities; *Women Faculty
IDENTIFIERS	*Cooperative Institutional Research Program; William Rainey Harper College IL

ABSTRACT

In 1990, William Rainey Harper College (WRHC) participated in the annual faculty survey conducted by the Higher Education Research Institute in California. Of WRHC's full-time faculty, 97 responded to the survey for a 50% response rate. Results from the survey were compared with those from two-year and four-year institutions nationwide. In addition, 10 questions were asked of the WRHC faculty only. Study findings included the following: (1) faculty attitudes toward the administration and working conditions were much better at WRHC than at other two- and four-year colleges; (2) male faculty at WRHC were of a higher rank, were more likely to be tenured, and earned a higher salary than female faculty at the college; (3) female faculty at WRHC spent fewer hours per week in scheduled teaching than other community college faculty, but more time in committee work and administrative activities than the national average; (4) the most prevalent sources of stress for Harper faculty were time pressures, lack of personal life, household responsibilities, and students; (5) in comparison with faculty at other institutions, Harper faculty were less interested in increasing the numbers of minorities on the faculty or in the student body, or in dealing with minority issues; (5) women faculty at Harper were much more likely to assign student presentations and use experiential learning approaches than male faculty; (6) the four most important professional goals of Harper full-time faculty were to be a good teacher, be a good colleague, engage in outside activities, and become an authority in one's field; and (7) female faculty at Harper were more willing than males (78% versus 61%) to commit time to making shared governance work. Data tables and the survey instrument are included. (JMC)

Office of Planning and Research

William Rainey Harper College

UCLA HIGHER EDUCATION RESEARCH INSTITUTE FACULTY SURVEY — 1990

Volume XVIII, No. 10
June 1, 1990

Dr. John A. Lucas, Director
Office of Planning and Research

ED328303

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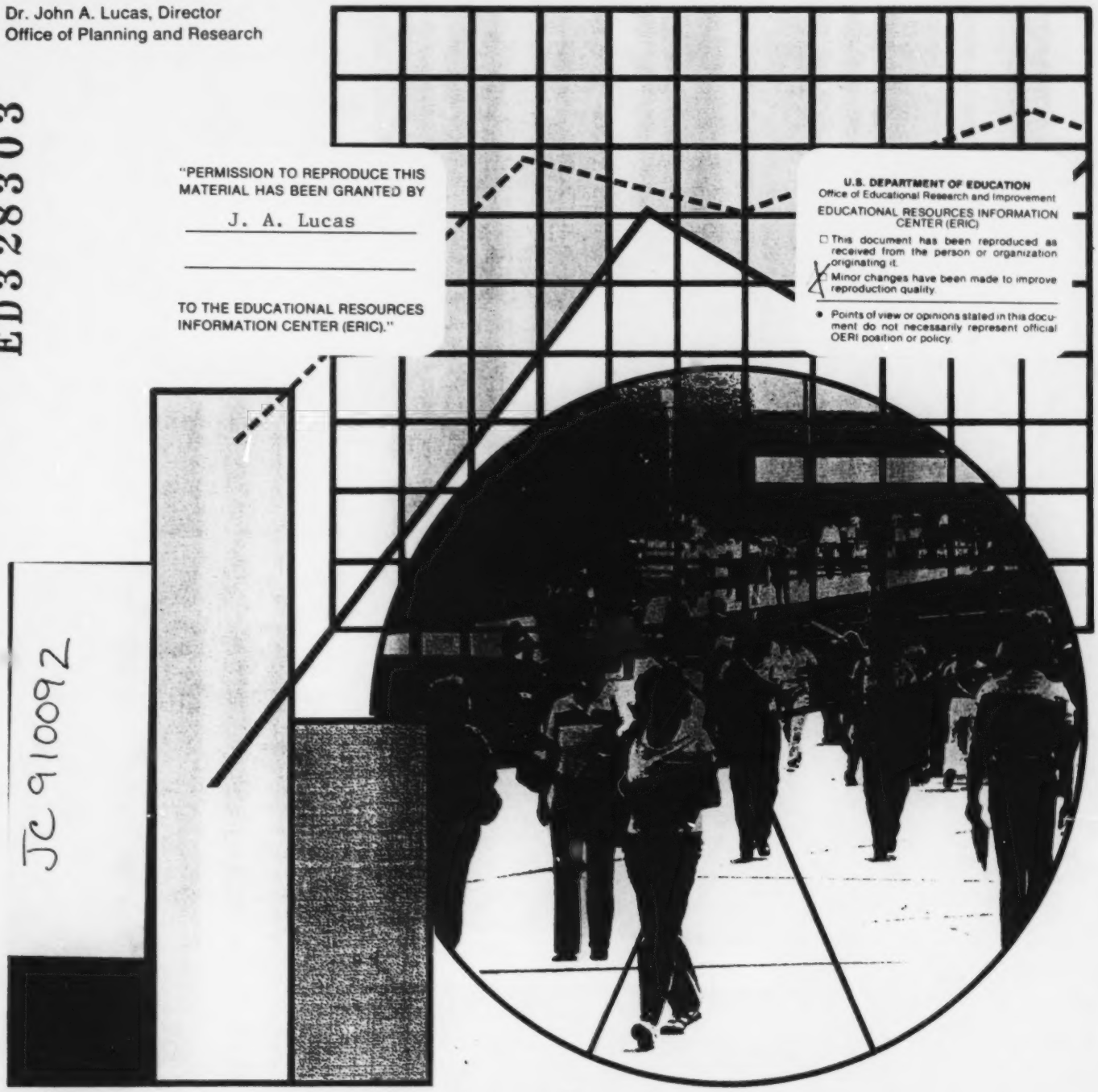

A B S T R A C T

THIS YEAR (1990) HARPER COLLEGE PARTICIPATED IN THE UCLA HIGHER EDUCATION RESEARCH INSTITUTE (ALEXANDER ASTIN, DIRECTOR) FACULTY SURVEY. NATIONWIDE 328 FOUR-YEAR INSTITUTIONS WERE SURVEYED WITH RESPONDENTS FROM 32,000 UNDERGRADUATE FACULTY REPRESENTING A 62 PERCENT RESPONSE RATE. A TOTAL OF 104 TWO-YEAR INSTITUTIONS WERE SURVEYED WITH 5,650 FACULTY RESPONDING WITH A RETURN RATE OF 63 PERCENT. AT HARPER 97 FULL-TIME FACULTY RESPONDED WITH A 50 PERCENT RESPONSE RATE.

THE STUDY SHOWED THAT IN GENERAL THE HARPER FACULTY HAVE GOOD FEELINGS TOWARD THE ADMINISTRATION AND ABOUT THEIR WORKING CONDITIONS. TWO OF THE MOST FREQUENT SOURCES OF STRESS FOR HARPER FACULTY ARE NON-WORK RELATED AREAS: LACK OF A PERSONAL LIFE AND HOUSEHOLD RESPONSIBILITIES. HARPER FACULTY HAVE LESS INTEREST THAN OTHER FACULTY IN INCREASING MINORITIES ON THE FACULTY OR IN THE STUDENT BODY, OR IN MINORITY ISSUES.

IN SPITE OF THE FACT THAT CAREER PREPARATION AND COMMUNITY SERVICE ARE PART OF A COMPREHENSIVE COMMUNITY COLLEGE'S MISSION, HARPER'S MALE FACULTY ARE MUCH LESS LIKELY THAN ALL OTHER FACULTY GROUPS TO SEE AS A HIGH PRIORITY PREPARING STUDENTS FOR A CAREER OR FACILITATING COMMUNITY SERVICES OR INVOLVEMENT. HARPER'S FACULTY MUST NOT BELIEVE FINANCES ARE A PROBLEM AT HARPER FOR THEY ARE FAR LESS LIKELY THAN FACULTY ELSEWHERE TO SEE FUND RAISING OR COST CUTTING AS A HIGH PRIORITY.

IN OUR SOCIETY TODAY THERE ARE ALWAYS A LOT OF COMPLAINTS ABOUT FACULTY SPENDING SO FEW HOURS ON THEIR JOB. HOWEVER, THIS STUDY CLEARLY SHOWS FACULTY EVERYWHERE AVERAGE ABOUT 45 HOURS PER WEEK ON THEIR PROFESSIONAL ACTIVITIES. INTERESTINGLY, HARPER'S FEMALE FACULTY (AT LEAST THE RESPONDENTS) SPEND MORE TIME THAN ANY OTHER FACULTY GROUP ON COMMITTEES AND ON ADMINISTRATIVE WORK.

TABLE OF CONTENTS

		Page
I.	Purpose and Procedure	1
II.	Characteristics of the Respondents	1
III.	Major Conclusion	1-2
IV.	Discussion of Results	2-3
V.	Detailed Results	
	A. Characteristics of faculty respondents	4
	B. Faculty attitude toward administration and working environment	5
	C. Allocation of full-time faculty professional time	6
	D. Interest and activities in racial, ethnic, affirmative action activities	7
	E. Sources of stress for faculty at Harper College	8
	F. Methods, grading and values used in teaching	9
	G. Difference between male and female alone activities versus group activities	10
	H. Local questions - Full-time faculty	11
	I. Professional goals noted as very important or essential - Other perceptions - Union attitudes	12

PURPOSE AND PROCEDURE

This year (1990) Harper participated in the UCLA Higher Education Research Institute (Alexander Astin, Director) Faculty survey. Nationwide 328 four-year institutions were surveyed with respondents from 32,000 undergraduate faculty representing a 62 percent response rate. A total of 104 two-year institutions were surveyed with 5,650 faculty responding for a return rate of 63 percent. At Harper 97 full-time faculty responded with a 50 percent response rate.

The procedure was that Harper sent the names of all full-time faculty and academic administrators to UCLA. They, in turn, produced labels and sent surveys with labels to the Office of Institutional Research which in turn distributed the surveys to the faculty. Completed surveys were mailed directly to UCLA. A month or two later UCLA mailed a second set of surveys with the labels of non-respondents to the Office of Institutional Research which again distributed the surveys.

Several months later, UCLA sent the data tables for group responses to each of the survey items. These showed the responses for the full-time faculty and the academic administrators at Harper and compared their responses to their counterparts at two-year institutions and four-year institutions. Since there were only 13 academic administrators at Harper, these responses were not analyzed at this time. Thus the following narrative describes only the responses by Harper's 97 full-time faculty and the comparisons with two-year and four-year institutions.

Characteristics of the Respondents

Among the 97 Harper faculty respondents 60 percent were male which matched the male/female ratio among all community college faculty. Seventy percent of the four-year college faculty were male. The average age of male faculty at Harper was 50 and the average age for female faculty was 46. Some 27 percent of the male faculty were of early retirement age while only 15 percent of the female faculty were of that age. Thus it appears the percentage of female faculty may increase in the coming years. The average age of faculty at other institutions was similar to Harper's faculty.

The male faculty respondents at Harper were of a higher rank, were more likely tenured and earned a higher salary than the female faculty at Harper or the other faculty at other institutions. Over a third of all the Harper faculty respondents were coordinators compared to only 18 percent of faculty at other institutions being coordinators. Also over a third of Harper's faculty respondents commute a long distance to work and this is a much higher percentage than for faculty at other institutions. There were no minorities among the Harper faculty respondents while there were 9-13 percent minorities among faculty at other institutions.

A higher percent of Harper's female faculty were married as compared to female faculty elsewhere but fewer of Harper's female faculty have interrupted their careers for health or family reasons. About a third of faculty respondents from all institutions had won outstanding teaching awards.

Major Conclusions

In general the Harper faculty have good feelings toward the administration and about their working conditions. Two of the most frequent sources of stress for Harper faculty are non-work related areas: lack of a personal life and household responsibilities. Harper faculty have less interest than other faculty in increasing minorities on the faculty or in the student body, or in minority issues.

Major Conclusions (continued)
In spite of the fact that career preparation and community service are part of a comprehensive community college's mission, Harper's male faculty are much less likely than all other faculty groups to see as a high priority preparing students for a career or facilitating community services or involvement. Harper's faculty must not believe finances are a problem at Harper for they are far less likely than faculty elsewhere to see fund raising or ost cutting as a high priority.

In our society today there are always a lot of complaints about faculty spending so few hours on their job. However, this study clearly shows faculty everywhere average about 45 hours per week on their professional activities. Interestingly, Harper's female faculty (at least the respondents) spend more time than any other faculty group on committees and on administrative work.

Discussion of Results

1- Faculty attitude toward the administration and working conditions is much better at Harper than at other community colleges and four-year institutions.

2- Faculty everywhere spend 45 hours per week on professional activities. Men faculty at Harper spend 2 hours less per week than other faculty. Female faculty spend fewer hours per week in scheduled teaching than other community college faculty but more time in committee work and administrative activities than other faculty. Harper faculty spend more days off campus for professional activities and have more professional articles published than do other community college faculty, but obviously less than four-year college faculty.

3- The most prevalent sources of stress for Harper faculty are time pressures, lack of personal life, household responsibilities, and students. Sources of stress which have the least effect on Harper faculty are fund raising expectations, research or publishing demands and subtle discrimination. The effects of these sources of stress are about the same on Harper faculty as on faculty at other institutions. However, the effects of stress on <u>female</u> Harper faculty seem to be more widespread than stress on all faculty elsewhere.

4- In general Harper faculty have less interest in increasing the numbers of minorities on the faculty or in the student body or in dealing with minority issues, as compared to faculty at other institutions. Female faculty have more interest in minority issues at Harper than men but not as much interest as faculty at other institutions. This is in spite of the fact that women faculty at Harper are far more liberal than their counterparts at other institutions. The political leanings of male faculty at Harper are about the same as faculty elsewhere.

5- One of the big differences between teaching at four-year colleges and community colleges is that a much higher percent of four-year college faculty give essay mid-term and final examinations, and assign term research papers and use student evaluations of their teaching. Fewer Harper faculty use computer aided instruction than faculty in other community colleges or in four-year colleges.

Harper women faculty are much more apt to assign student presentations, use students' evaluations of each other's work, and use experiential learning/field study or assign independent study than male faculty at Harper or faculty at other colleges. Male faculty at Harper are much less likely to see preparing students for a career as very important compared to any other faculty groups.

Harper full-time faculty see the teaching of classics and western civilization as much more important than do other community college faculty, and on a par with four-year college faculty. They also see the promotion of intellectual development as more important than do faculty at other colleges.

Discussion of Results (continued)

6- Women faculty at Harper are much more interested in working in groups and encouraging students to work in groups than are male faculty at Harper. To a lesser extent this applies to female faculty in general.

7- The four most important professional goals for Harper full-time faculty are:
   a) to be a good teacher
   b) to be a good colleague
   c) to engage in outside activities and
   d) to become an authority in one's own field.

   The last three goals are even more important to the female faculty. The least important goals for Harper faculty are (10) to engage in research and (11) to have administrative responsibility, although (11) is more important for the women Harper faculty.

8- Fewer male Harper faculty compared to all other faculty agree that students are well prepared academically, agree that developing leadership ability among students is a high priority or agree that facilitating community services or involvement is a high priority. This last finding is surprising in that four-year faculty would see a higher priority in community service than one group of community college faculty. In addition, male faculty at Harper are much more apt to agree that the student body is apathetic.

9- As would be expected, four-year faculty would see the conduct of basic and applied research as a much higher priority.

10- Female faculty at Harper are much more apt than other faculty to agree that student services are well supported.

11- Faculty at Harper must believe finances are not a problem at this College for they are much less likely than other faculty to see raising money or cutting costs as a high priority.

12- Harper faculty see as a much higher priority the freedom of airing different opinions. They are also much more likely to agree there is little student contact outside of class. They are much less likely to agree that it is easy for students to see faculty outside of office hours and less likely to agree that there is keen competition for grades.

13- Male faculty at Harper are much more supportive of union positions than any other faculty group.

14- There were ten questions developed locally that were asked only of Harper's faculty. Male faculty were much more likely than female faculty to perceive the quality of instruction at Harper as better than at nearby institutions. The item ranked least important revealed only a third of the faculty felt it was important to provide an opportunity for faculty to relate with their counterparts in the high school. Female faculty at Harper saw as much more important: leaves with local organizations, increased professional development opportunities, support for classroom research, new instructional delivery systems and assessment. While 85 percent of the faculty think shared governance is important, female faculty are much more willing (78% vs. 61%) to commit time and effort to make shared governance work.

CHARACTERISTICS OF FACULTY RESPONDENTS

	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Percent Male/Female	59.8	40.2	60.8	39.2	71.9	28.1
Average Age	49.8	46.4	49.0	46.8	48.8	46.1
Percent 55 and older	27.5	15.4	25.3	18.1	26.3	20.2
Percent Professors or Associate Professors	84.5	46.2	46.6	33.3	72.2	44.6
Percent who are coordinator or department chair	36.2	35.9	18.0	18.8	18.4	14.3
Percent who are non-white	0	0	7.6	11.3	12.5	15.2
Percent with a Ph.D.	17.2	5.1	15.9	7.9	66.7	46.6
Percent working toward a Ph.D.	11.5	11.1	14.5	14.7	10.5	24.1
Percent tenured	94.8	76.9	76.1	63.9	73.5	53.2
Percent married	84.5	81.6	82.3	66.3	81.7	55.3
Average base institutional salary	$59,900	$45,900	$48,200	$43,300	$53,000	$44,400
Percent commuting a long distance to work	35.1	36.8	23.3	22.9	18.5	23.6
Won award for outstanding teaching	35.1	26.3	33.6	30.1	33.5	29.5
Interrupted career for health/family	1.8	18.9	3.6	29.9	4.0	23.8

FACULTY ATTITUDE TOWARD ADMINISTRATION AND WORKING ENVIRONMENT

	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Percent who agree administration considers students concerns	75.9	75.0	62.0	63.7	56.9	61.4
Percent who agree there is low trust between minorities and administration	10.5	12.1	17.1	18.2	27.1	25.1
Percent who agree administration considers faculty concerns	51.7	63.9	49.6	49.3	45.3	46.7
Percent who agree faculty are at odds with administration	1.7	5.4	19.5	18.5	22.1	18.2
Percent who rate salary and fringe benefits as satisfactory	72.4	51.4	49.8	55.6	38.8	39.6
Percent who rate opportunity for scholarly pursuits as satisfactory	52.8	58.3	44.6	42.0	40.4	31.9
Percent who rate teaching load as satisfactory	56.9	70.3	48.5	50.6	42.8	40.7
Percent who rate working conditions as satisfactory	67.2	73.0	64.2	63.4	59.4	57.6
Percent who rate autonomy and independence as satisfactory	94.8	91.9	80.9	80.2	80.0	79.8
Percent who rate competency of colleagues as satisfactory	81.0	78.4	69.9	73.2	63.1	63.6
Percent who rate job security as satisfactory	96.5	94.4	80.2	78.2	78.4	67.4
Percent who rate course assignments as satisfactory	81.8	90.3	77.1	80.0	76.3	73.1
Percent who relate relationships with administration as satisfactory	62.1	62.2	52.1	54.0	48.1	51.6
Percent who rate overall job satisfaction as satisfactory	89.7	83.8	73.2	76.4	64.5	65.9

ALLOCATION OF FULL-TIME FACULTY PROFESSIONAL TIME
Average Hours Per Week

Professional Activity	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Scheduled teaching	14.9	13.1	17.4	16.6	11.2	11.7
Preparing for teaching	13.5	13.5	12.7	13.6	13.3	14.2
Ratio: Preparation/Teaching	.91	1.03	.73	.82	1.19	1.21
Student Advising/Counseling	4.4	4.3	4.4	5.1	4.9	5.4
Committee Work/Meetings	3.1	6.8	3.2	3.5	3.9	4.4
Other administration	3.7	5.9	3.3	3.6	4.2	4.1
Research Scholarly Writing	2.2	1.6	2.9	1.8	8.2	6.1
Hours Per Week - For College	41.8	45.2	43.9	44.2	45.7	45.9
Consultation with Clients/Patients	1.7	.4	1.7	1.6	1.7	1.7
Hours Per Week - Professional Activities	43.5	45.6	45.6	45.8	47.4	47.6
Number of days spent off-campus for professional activities	5.4	5.9	5.0	4.7	7.9	7.8
Number of professional writings published over lifetime	5.6	3.6	4.0	2.3	12.6	6.4
Number of professional writings published over last two years	.8	.4	.5	.7	2.2	1.5

INTEREST AND ACTIVITIES IN RACIAL, ETHNIC, AFFIRMATIVE ACTION ACTIVITIES

	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Percent attended racial/cultural workshop	20.0	37.5	32.4	45.2	23.7	40.7
Percent attended woman's/minorities workshop	10.9	20.6	20.4	23.8	13.5	24.6
Percent who assigned readings on racial/ethnic issues	6.9	8.3	5.2	13.1	9.5	18.0
Percent who assigned readings on women/gender issues	6.9	11.1	4.6	12.9	7.9	17.7
Percent who agree racial discrimination is no longer a problem	10.5	8.1	9.6	5.9	8.1	3.7
Percent agree faculty are sensitive to minority issue	46.6	66.7	72.9	73.1	67.9	67.0
Percent agree courses include minority perspective	16.1	25.7	38.1	43.0	35.8	41.1
Increasing minorities in faculty/ administration is a high priority	24.6	27.8	41.4	49.0	51.0	55.2
Percent agreeing developing appreciation of multi-cultural society is high priority	21.4	41.7	40.0	50.7	44.5	51.9
Percent who feel recruiting more minority students is a high priority	14.0	30.6	36.5	46.8	50.4	56.7
Percent who feel for the college to create a multi-cultural environment is a high priority	22.8	38.9	34.0	44.0	40.2	48.1
It is very important to have a personal goal to promote racial understanding	42.1	62.2	54.0	66.2	58.4	68.2
				Political Orientation		
Scale: 0 = far left 4 = far right 2 = moderate	1.8	1.2	2.0	1.9	1.8	1.7

SOURCES OF STRESS FOR FACULTY AT HARPER
PERCENT

Source of Stress	Male	Female	Total	2-Year Colleges	4-Year Colleges
Time Pressures	67.2	91.9	76.8	78.8	83.0
Lack of personal life	67.2	89.2	75.8	76.5	79.2
Household responsibilities	55.2	81.1	65.3	64.9	61.9
Students	67.2	62.2	65.3	53.8	49.4
Committee Work	53.4	64.9	57.9	54.4	61.1
Physical Health	47.4	62.2	53.2	40.6	38.3
Teaching Load	55.2	45.9	51.6	65.8	68.8
Faculty Meetings	43.1	62.2	50.5	47.3	52.3
Colleagues	48.3	48.6	48.4	49.5	56.7
Children's Problems	36.2	54.1	43.2	34.5	30.6
Child Care	34.5	37.8	35.8	29.2	27.3
Review/Promotion Process	32.8	37.8	34.7	34.9	50.1
Care of Elderly Parent	29.3	35.1	31.6	28.0	27.1
Long Distance Commuting	22.4	40.5	29.5	19.8	18.5
Marital Friction	24.1	21.6	23.2	23.9	23.5
Subtle Discrimination	10.3	24.3	15.8	27.6	33.4
Research or Publishing Demands	6.9	13.5	9.5	12.3	57.4
Fund Raising Expectations	6.9	5.4	6.3	12.9	20.5

METHODS, GRADING AND VALUES USED IN TEACHING

	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Percent who give multiple choice mid-terms/finals	37.5	62.2	47.3	54.5	33.2	42.5
Percent who give essay mid-terms/finals	31.6	30.6	29.0	27.6	40.8	40.7
Percent who give short answer mid-terms/finals	21.4	30.6	33.3	27.9	33.2	32.0
Percent who give multiple choice quizzes	35.1	22.2	29.2	36.1	14.8	18.5
Percent who give short answer quizzes	31.6	30.6	31.6	30.8	23.8	24.0
Percent who give weekly essay assignments	17.5	20.6	15.3	22.7	12.5	16.8
Percent who assign student presentations	14.0	47.2	16.4	26.4	23.8	38.7
Percent who assign term/research papers	19.3	25.0	18.5	20.1	31.1	38.4
Percent who use student evaluations of each other's work	12.3	30.6	7.3	13.9	8.8	15.7
Percent who grade on a curve	19.3	22.2	18.6	7.7	26.3	16.1
Percent who use competency based grading	53.6	63.9	55.4	62.0	49.4	50.0
Percent who use student evaluations of their teaching	53.4	75.0	68.4	78.8	82.3	85.4
Percent who use computer aided instruction	8.6	11.4	16.2	22.6	12.0	14.0
Percent who use experiential learning/field study	5.2	36.1	16.3	25.4	17.3	27.7
Percent who assign independent projects	22.4	52.8	29.4	35.1	32.5	45.1
Percent who use student selected topics	3.4	8.6	7.3	10.3	7.9	12.1
Percent who see an increase in self-directed learning as very important	87.3	97.3	89.6	94.3	92.8	95.0
Percent who see preparation of students for employment as very important	42.1	86.1	73.3	84.4	61.9	73.1
Percent who see teaching students the classics and western civilization as very important	33.9	37.8	28.9	25.9	37.9	35.7
Percent who agree college grading is too easy	84.2	62.2	72.6	64.8	78.9	74.1
To promote intellectual development is of high priority	81.0	80.6	74.9	77.3	71.6	74.6

DIFFERENCE BETWEEN MALE AND FEMALES ALONE ACTIVITIES VS. GROUP ACTIVITIES

	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Percent heavily interested in teaching rather than research	68.4	89.7	68.4	71.7	31.8	38.1
Taught interdisciplinary course	9.3	18.2	25.3	23.0	34.7	31.7
Team taught a course	25.5	50.0	24.5	39.7	31.3	39.6
Percent who work alone on research	70.9	40.6	71.0	57.1	70.0	67.6
Percent who work with two or more colleagues on research	29.1	59.4	29.0	42.9	30.0	32.4
Percent who feel developing community among students/faculty is a high priority	34.5	63.9	45.5	51.6	36.4	43.5
Percent who engage in cooperative learning (small groups)	22.4	60.0	22.6	39.4	21.7	40.6
Percent who assign group projects	6.9	36.1	13.1	18.9	14.4	23.8
Participating in committee work and administrative work is a very important goal	34.5	47.4	31.1	44.3	27.5	39.1

LOCAL QUESTIONS - FULL-TIME FACULTY

	Male	Female
Percent who perceive quality of instruction better at Harper than at nearby colleges	57.1	39.5
Percent who perceive quality of instruction better at Harper than at nearby universities	42.9	21.1
Percent who think it is important for a provision for faculty to relate with counterparts in high school	30.4	34.2
Percent who think it is important for a provision for work related leaves or exchanges with local organizations	35.7	55.3
Percent who think it is important for increased faculty development opportunities	71.4	81.6
Percent who think it is important to have support for classroom learning research projects	59.0	71.0
Percent who think it is important to have new instructional delivery systems	59.0	83.7
Percent who think it is important to have assessment available to help them in their discipline	51.8	64.8
Percent who think it is important to have shared governance	82.2	89.2
Percent who are willing to commit time and effort to make shared governance work	60.7	78.3

PROFESSIONAL GOALS NOTED AS VERY IMPORTANT OR ESSENTIAL (PERCENT)

Professional Goal	Harper College		Public Two-Year Colleges		Public Four-Year Colleges	
	Male	Female	Male	Female	Male	Female
Be a good teacher	100.0	100.0	99.0	99.6	98.2	98.4
Be a good colleague	78.6	89.5	80.6	90.5	77.1	86.4
Engage in outside activities	49.1	60.5	51.9	59.7	51.6	61.7
Become authority in own field	47.4	67.6	57.9	64.7	63.4	66.9
Participate in committees and administrative work	34.5	47.4	31.1	44.3	27.5	39.1
Provide services to community	32.1	44.7	48.0	59.3	42.9	52.9
Be well off financially	31.6	54.1	42.7	41.6	37.4	35.2
Obtain recognition from colleagues	26.3	51.4	36.9	42.0	51.9	55.0
Engage in research	23.2	21.1	25.7	24.2	60.9	61.1
Have administrative responsibility	8.8	29.7	13.2	16.4	13.2	13.3
OTHER PERCEPTIONS						
Percent who agree students are well prepared academically	6.9	21.6	18.1	23.7	20.8	25.5
Percent who agree developing leadership ability in students is a high priority	19.3	41.7	39.3	40.2	35.0	44.1
Percent who agree conducting basic and applied research is a high priority	12.3	5.6	11.4	10.3	40.5	45.7
Percent who agree raising money for the institution is a high priority	19.3	25.0	35.3	45.0	50.8	59.2
Percent who agree facilitating community services and involvement is a high priority	7.0	19.4	21.4	24.6	19.3	27.3
Percent who agree allowing airing of different opinions is high priority	63.8	62.2	52.4	48.9	48.4	47.4
Percent who agree to economize and cut costs are high priority	22.8	38.9	50.6	55.1	52.6	57.2
Percent who agree it is easy for students to see faculty outside office hours	15.5	18.9	40.6	34.3	31.0	29.2
Percent who agree there is keen competition for grades	3.4	2.7	6.7	10.6	13.2	15.8
Percent who agree there is little student contact outside of class	46.3	27.8	20.0	19.1	13.9	13.9
Percent who agree student body is apathetic	62.1	38.9	31.1	21.3	23.9	15.0
Percent who agree student services are well supported	15.5	46.6	21.0	19.7	15.0	16.6
UNION ATTITUDES						
Percent who agree unionization enhances teaching	66.7	48.6	44.2	45.1	31.6	37.7
Tenure is outmoded concept	26.3	36.1	37.2	44.0	32.1	42.7

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MAR 8 1991